CHAPTER I
INTRODUCTION

This chapter presents the introduction of the study which is mainly concerned with the background motivating the conduct of the study. The study was motivated by the difference between spoken and written characteristics of the language used in writing as identified by systemic functional linguists such as Halliday (1985) and Martin (1985). As outlined in Section 1.2, the study aims to investigate the types of grammatical metaphors used in students' written assignments and how the use of these grammatical metaphors contributes to the written characteristics of the texts. The rest of this chapter will present the scope of the study that delimits the focus of the study; the significance of the study; the clarifications of the term central to this study and the organization of the thesis.

1.1 Background

The distinction between the written and spoken language characteristics has been noted by some researchers such as Halliday (1985), Martin (1997), Martin and Rose (2008), Schleppegrell (2005) and Thibault (1991). The distinction has also been pointed out between the language used in academic writing and other texts written by children or those whose "written language" reflects spoken language (Christie and Derewianka, 2008; Martin, 1997; Martin and Rose, 2008; Painter, 2003). The distinctive features of written language include lexical density, abstraction, nominalization, implicit internal logical relations; impersonal constructions; and clear text structure (Christie and Derewianka, 2008; Derewianka, 2004; Halliday, 1985; Halliday and Martin, 1993; Hyland, 2004; Martin, 1991, 1997; Martin and Rose, 2008; Schleppegrell, 2005; Thibault, 1991).

One rich resource contributing to the written features of written language including those in academic register is grammatical metaphor (Christie and Derewianka, 2008; Halliday and Martin, 1993; Martin and Rose, 2008; Unsworth, 2000 among others). This term refers to the transference of grammatical function to mean another in realizing ideational, interpersonal and textual metafunctions (among others, Halliday, 1985, 1994; Martin, 1985, 1992; Ravelli, 1999, 2005). Ideational metaphor, consisting of experiential and logical metaphor, has been reported to create technicality, abstraction and lexical density in written texts (Martin 1991, 1995, 1997; Martin and Rose, 2008; McCabe, 1999; Schleppegrell, 2005; Taverniers, 2003; and Thibault, 1991). Other types of grammatical metaphors, interpersonal and textual metaphors respectively contribute to the objective orientation of the writer's opinion (i.e. the text's impersonal constructions) and effective text organization (Schleppegrell, 2005). In short, grammatical metaphor helps create a good text (Martin, 1997).

Researchers in academic writing have long realized the importance of grammatical metaphors in creating better academic register. Gardner (2008) for instance, reported the contribution of experiential metaphors to the creation of abstraction and technicality in the corpus of university students' writing in the UK across 28 fields of study. Earlier, Martin (1991) had demonstrated the influence of grammatical metaphor on technicality in science and history writings. His later investigation (1997) showed how grammatical metaphor created powerful reasoning and argument in history writing among Australian secondary school students. In university setting, Ravelli (2005) revealed how the use of textual metaphor affected the essay organization of undergraduate students at a university in Australia. Another study in the same setting conducted by Schleppegrell (2005) strengthened the previous findings on this topic, in which she reported how the use of grammatical metaphor in research reports is related to the

quality of the written texts. Finally, Thompson (2003) also showed how interpersonal metaphors influenced impersonal constructions in university books and academic papers.

Most of these studies have been focusing on one or two areas of grammatical metaphors especially in experiential and/or interpersonal metaphors. In addition, most studies have also been conducted to native speakers of English and ESL learners. Schleppegrell's study (2005) which investigated the use of the three types of grammatical metaphors in students' research reports for example, was conducted to native speakers and ESL learners in a University in the US. Research in EFL settings as the one conducted by Chen and Foley's (2005) to Chinese EFL learners, only focused on nominalizations. As far as this study is concerned, to date, there hasn't been any study in this area conducted in Indonesian EFL setting

Considering the importance of grammatical metaphors in creating good written text and the fact that there hasn't been much research, if not any, investigating this topic in Indonesian EFL setting, a study investigating this research area in this setting is thus important. The study was accordingly conducted for this purpose.

1.2 Aims of the Study

As mentioned briefly earlier, the study was set with the following aims.

1. To find out types of grammatical metaphors used in students' assignments.

2. To investigate the impact of grammatical metaphors on the written characteristics of the texts.

1.3 Research Questions

In line with the aims above, the study was conducted to address the following research questions.

1. What types of grammatical metaphors are used in students' assignments?

2. How does the use of grammatical metaphors contribute to the written characteristics of the texts?

1.4 Scope of the Study

The study investigated grammatical metaphors in nine research articles of three postgraduate students at a university in Bandung. The corpus used in this study was written by the participants for their first three semester assignments at the university. The study investigated the written characteristics contributed by the use of grammatical metaphors in the assignments that include lexical density, abstraction, nominalization, implicit internal logical relations; impersonal constructions; and the use of organizing vocabulary in text organization. The frameworks used for conducting the study on grammatical metaphors are that of Halliday's (1998) for ideational metaphor, that of Halliday and Matthiessen's (2004) for interpersonal metaphor and that of Martin's (1992) for textual metaphor.

1.5 Significance of the Study

The study has potential significance to the theory, the educational practice, and the professional development of English Education particularly to the teaching of academic writing in Indonesia. With regard to the first potential significance, this study is expected to enrich the literature of grammatical metaphor in academic writing settings, which has only received scant attention in the Indonesian EFL context so far. Second, to the educational practice, the result of this study will enable practitioners in education especially those at secondary and tertiary levels, to make better and more informed decision on incorporating grammatical metaphors into the teaching of academic writing. Finally, to the area of professional development, this research is expected to raise teachers' awareness on the distinction between spoken and written language and to ensure

that written texts especially those in the academic register incorporate grammatical metaphors in order to make a good written text (Martin, 1997).

1.6 Operational Definition

Grammatical metaphor is a variation in the grammatical forms through which a semantic choice is typically realized in the lexicogrammar (Halliday, 1994).

1.7 Outline of the Thesis

The subsequent chapters of the thesis are presented as follows. Chapter II discusses the literatures used in the study. These cover how meaning is constructed in Systemic Functional Linguistics from which the notion of grammatical originated, written language characteristics, grammatical metaphor, the importance of grammatical metaphor in written text and research article as a product of written language. The methodology of the study will be elaborated in Chapter II that includes research questions, research design, research setting and participants, data collection and data analysis. A sample of data analysis will also be presented in this chapter. Chapter IV will present the data analysis that covers the types of grammatical metaphors used in students' assignments and how the use of these grammatical metaphors contributes to the writteness of the text. The findings from the data analysis will also be discussed in this chapter. Finally, Chapter Five will conclude the discussions of the preceding chapter as well as outline the limitations of the study and provide recommendations for further research.